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ABSTRACT

This career exploration model gives a framework for use by schools in planning, developing, and implementing a career exploration program for grades 7 and 8 within a complete career education program. The recommended plan for use of the two-phase model is to use phase 1 at the seventh-grade level and phase 2 at the eighth-grade level. The major emphasis of each of the three sequential program components--self awareness, career awareness, and observational experience--for each phase is described. A suggested curriculum guide format to use in implementing the program calls for dividing each program component into sessions, each session consisting of the following parts: overview, importance, career exploration skills emphasized, activities, evaluation, materials and equipment, and resources. Two sample curriculum guides are provided. Another section suggests the following strategies for infusing career exploration into the existing curriculum: career exploration club, interdisciplinary approach, career course, and instructional module. The model concludes with listings of learning outcomes for each of the three program components in phase 1 and phase 2. (YLB)

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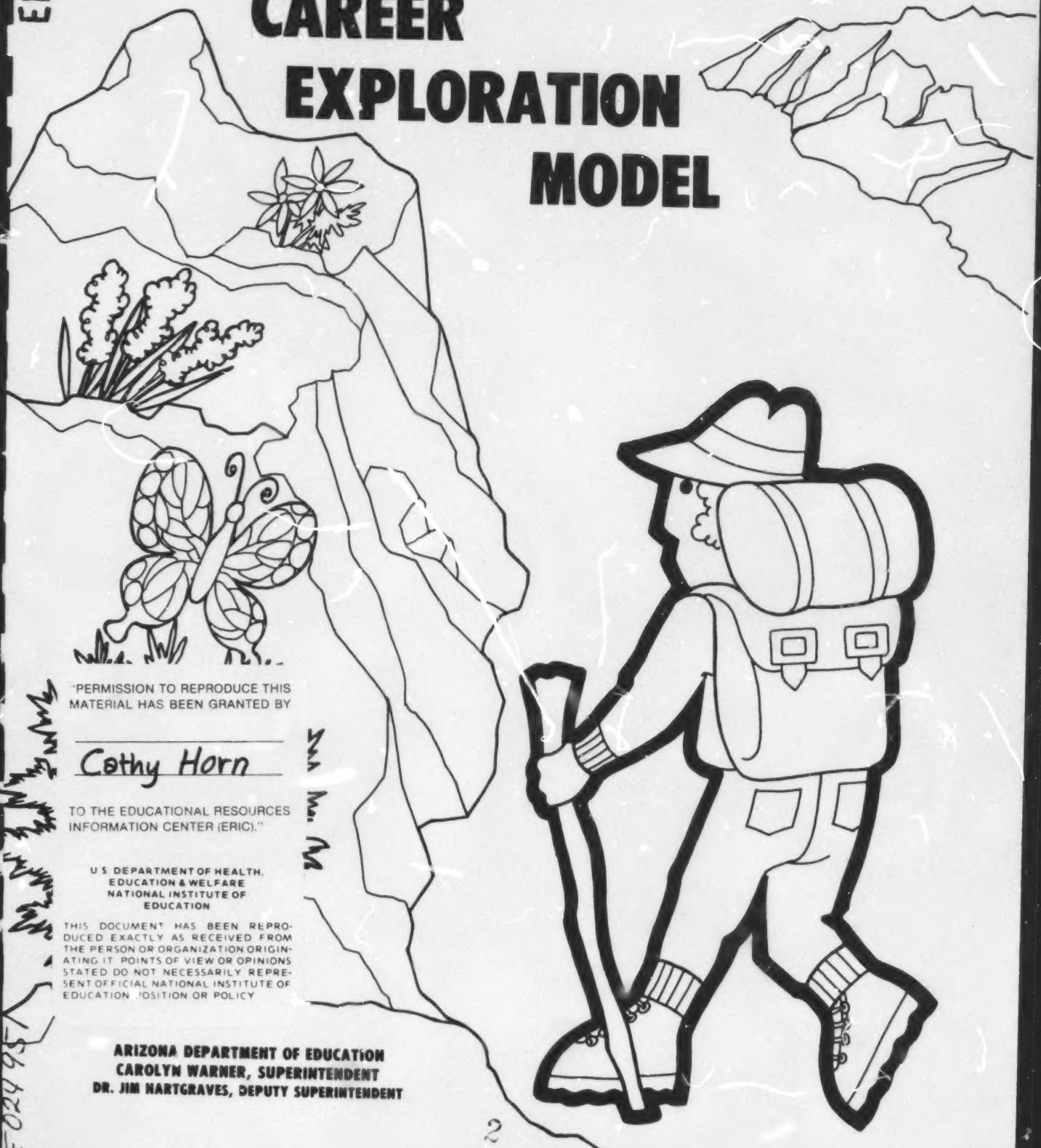
STATE OF ARIZONA CAREER EXPLORATION MODEL



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...think of life as a long,
never-ending pathway
stretching out ahead of you,
with many other pathways
leading off to either side.

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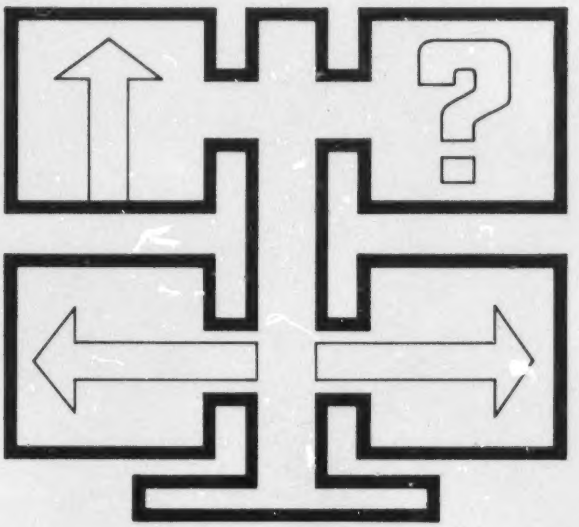

You have to take life as it happens,
but you should try
to make it happen the way you want to take it.

An old German saying

ACKNOWLEDGEMENTS

I would like to express my appreciation to Ms. Peg Nash for her warm interest and her determination in assisting me in the completion of the Arizona Career Exploration Model.

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I would also like to give special thanks to my co-worker, Mr. Gregory P. Cooper, for sharing his ideas on the illustrations found in this Career Exploration Model and for being a member of this committee.

Also, last but not least, my appreciation goes to two young artists, Mrs. Carol Foster and Ms. Beva Chavez, for doing the fine art work.

It is my hope that this Career Exploration Model will be used as a guide for school districts that are planning on implementing a Career Exploration program in their curriculum.

Cathy Horn

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STATE OF ARIZONA CAREER EXPLORATION MODEL

Introduction

"From my interviews with hundreds of people about their hopes and plans and from my surveys of thousands of people about their careers, I have learned that what most people want out of life, more than anything else, is the opportunity to make choices. The worst possible life is a life without choices, a life barren of the hope of new things, a life of blind alleys. In contrast, the most pleasant life is the life with the most opportunities."

From: If you Don't Know Where You're Going, You'll Probably End Up Somewhere Else, by David C. Campbell, Ph.D.

Career Education in the State of Arizona has by now proven to be a valid and worthwhile component of the educational system. This concept has gained acceptance throughout Arizona's public school districts since 1971 when the Arizona Legislature first appropriated funds specifically for Career Education. Senate Bill 5 (Article ARS 15-1199) authorized assistance in providing programs relating to the world of work such as retraining teachers and counselors, providing curriculum materials, and obtaining media and equipment for students.

In addition, the importance of career programs has been clearly stated by the United States Congress in the first Federal Career Legislation (Public Law 93-380, signed by the President on August 21, 1974). It calls for reorganizing schools to include basic Career Education concepts that are reflected in the Arizona Career Education Model. Two goals in this law which specifically relate to this Career Exploration Model are: (1) extending education into the areas of employment and the community; and (2) eliminating the distinction between education for vocational and academic purposes.

Career Education in the state of Arizona addresses these issues as outlined by the U.S. Congress as noted in the Arizona Career Education Handbook:

> Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, orientation to occupations, in-depth exploration of selected occupational clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as an activity. Some people have said that education and Career Education are synonymous terms, because Career Education is one of the important goals of education.

Arizona educators view Career Education as a life-long process, one that includes four levels:

1. The awareness level (primary grades) should allow students to be aware of the world of work in very general terms. At this stage, children should explore and understand themselves, develop broad definitions of work, and understand broad job classifications.

2. The orientation level (intermediate grades) consists of a general orientation to occupational clusters* and associated life-styles. Students explore the reasons why people work, factors of work important to them personally, as well as a general exploration of career clusters.

*Clusters, established by the U.S. Office of Education, are defined as a group or family of occupations with similar or related knowledge and skill requirements.

3. The exploration level (junior high) focuses on the students identifying those careers that are of interest to them personally. As the student formulates a tentative career preference, career information, educational plans, and self-knowledge are matched with this career interest.

4. The preparation level concentrates on students acquiring specific skills and knowledge needed for actual job entry. Work experience and cooperative education play an important role.

Career Exploration is a vehicle through which teachers can help students gain insight into the relationship between the knowledge and skills they study and the knowledge and skills required for their intended present and future life roles.

"One thorn of experience is worth a whole wilderness of warning."

Community Resources

The utilization of community resources is an integral part of the instructional process, and an essential element of the Arizona Career Exploration Model. In earlier times, young people learned about various occupational roles from family and community resources. Today many adults work away from the residential communities where their children are growing up. Consequently, today's children have little, if any, chance to learn about careers through direct involvement and experience. Career exploration can help fill this void by providing opportunities for learning through experience.

As a major component of exploration, community resources can supplement learning from books and more passive processes so that each will mutually reinforce the other. Therefore, an effective career exploration program requires coordination with community agencies and businesses to develop effective experiences and provide mutual understanding of the needs and purposes of the students and community resources.

Description of Career Exploration

The career exploration model is designed for implementation at the exploration level, grades 7-8. At this stage, career education is viewed as an in-depth occupational exploration and the associated development of cluster core skills and knowledges of an entry-level nature. A very general, tentative occupational preference is formulated, and an educational plan is prepared to help students become aware of the need to decide on future occupational goals.

At this level, a detailed study of all occupational clusters begins, and later, students are encouraged to select a few of the broad clusters to study more closely. Toward the end of the junior high years, students should have an opportunity for work exposure experiences. Workers are observed on the job for short periods of time. If possible, hands-on experiences--either actual or simulated--are given to students as they pursue their regular course of study. Individual and group counseling activities are developed by teachers and counselors to continue the self-awareness and educational awareness aspects of Career Education. These activities are geared to lead students toward an increased awareness of their interests, abilities, and needs in relation to their academic studies and in relation to making decisions pertaining to their future goals. Basic economic concepts are developed around the personal, social, and occupational spheres. Continued emphasis is given to the development of self-responsibility, good work habits, and social skills.

This model is designed to bridge the gap between the elementary school awareness and orientation programs and the various work experience programs at the high school level. Schools are encouraged to use this model as they plan, develop, and implement a Career Exploration Program within the whole framework of Career Education. It is hoped that this Career Exploration Model will help students gain the understanding and skills necessary to make intelligent future career decisions.

MARRY
RICH
SURPRISE!
MECHANIC
MEDICINE
POOR
OH!

Description of Model

The intent of this Career Exploration Model is to assist students in making decisions that relate to their career development by emphasizing self-awareness, career-awareness, and personal involvement in the business community. The model is divided into two phases. The recommended plan is to utilize Phase I at the seventh grade level and Phase II at the eighth grade level; however, students at other grade levels, as well as adult programs, may also benefit from this model. For each phase, there are three program components that are presented in sequential order: (1) self-awareness; (2) career awareness; and (3) observational experience. Following is a brief description of the major emphasis for each program component:

PROGRAM COMPONENTS

PHASE I

1) Self-awareness:

The students gain a general awareness of their interests and aptitudes and receive assistance in relating those to occupational characteristics.

2) Career Awareness:

The students develop an understanding of a variety of career groupings and recognize their personal career preferences.

3) Observational Experience:

Using knowledge gained through self-awareness and career awareness activities, students explore the world of work through observational or simulated experiences, such as group on-site visitations, speakers and media.

PHASE II

1) Self-awareness:

The students develop the ability to apply decision-making and problem-solving skills to the career development process.

2) Career Awareness:

The students develop a general occupational preference through in-depth study of several occupational clusters and will begin to prepare an educational plan to attain their career development goals.

3) Observational Experience:

Using knowledge gained through self-awareness and career awareness activities, students explore the world of work through observational or simulated experiences, such as individualized hands-on or simulated activities, job shadowing, and interviewing community resource persons.

STATE OF ARIZONA CAREER EXPLORATION MODEL

PHASE I

1. SELF-AWARENESS: The students gain a general awareness of self-worth, interests, aptitudes, and responsibilities as related to establishing tentative career goals.

2. CAREER AWARENESS: The students develop a familiarity and understanding of a variety of career groupings and recognize their personal career preferences.

3. OBSERVATIONAL EXPERIENCE: Using knowledge of self-awareness and occupational clusters, students explore the world of work through observational or simulated experiences, such as group on-site visitations, speakers, media.

PHASE II

1. SELF-AWARENESS: The students develop the ability to apply decision-making and problem-solving skills to career exploration.

2. CAREER AWARENESS: The students develop a very general occupational preference through an in-depth study of several occupational clusters and will begin to prepare an educational plan to attain their goals.

3. OBSERVATIONAL EXPERIENCE: Using knowledge of self-awareness and occupational clusters, students explore the world of work through observational or simulated experiences, such as simulated hands-on activities, job shadowing, and interviewing community resource persons.

All of these program components are integrated into the Curriculum Guide Format.

CURRICULUM GUIDE FORMAT

The previous sections were designed to give an overall concept (philosophy) of what is involved in a Career Exploration Model. This section will attempt to provide a framework to use for the actual implementation of the Career Exploration Program in the classroom.

Each program component should be divided into sessions and arranged according to the following curriculum guide components:

OVERVIEW:

A brief general description that surveys and summarizes the program component.

IMPORTANCE:

A summary of the reasons for studying the particular program component.

CAREER EXPLORATION SKILLS EMPHASIZED:

A listing of specific skills contained for the program component.

ACTIVITIES:

A step-by-step description of how to conduct each activity with an accompanying time frame.

EVALUATION:

A listing of evaluation instruments and discussion questions for the instructor and students to use to summarize and evaluate their experiences.

MATERIALS AND EQUIPMENT:

A list of items such as student worksheets, transparencies, hand-outs, media, texts, etc. (to be used in the activities).

RESOURCES:

A list of activities, reading materials, and audiovisual aids helpful to students, as well (as community resources available locally).

Sample 1 - Curriculum Guide Format

OVERVIEW:

Students in the junior high level have idealistic concepts of the working world. Along with this idealism, many have little or no idea of their career interest. This exercise will help them to identify and become aware of some of the things they enjoy doing and how it could relate to the real working world.

IMPORTANCE:

The purpose of this exercise is to develop an awareness of hobbies and leisure activities in making choices about future occupations, and to understand that their interests, aptitudes, skills, educational achievements and relationships with other people all influence their goals and career decisions.

CAREER EXPLORATION SKILLS EMPHASIZED:

1. Identifying occupational clusters which they might be interested.
2. Recognizing that making decisions related to personal goals is required to make an occupational choice.

ACTIVITIES:

1. List hobbies, leisure activities, and interests.
2. Have students look into the occupational cluster lists of careers to find those which contain some aspects of what they enjoy doing now.
3. Direct students to identify persons employed in occupations that contain skills related to their hobbies and interests. Have the students interview them and observe them at work.

EVALUATION:

1. Class discussion
2. Ask employer to follow up with comments to class
3. Student reports (interview summaries)

MATERIALS AND EQUIPMENT:

1. Lined paper
2. 20 pencils
3. Chart of occupational clusters
4. List of businesses by type
5. Telephone book
6. Transparency
7. Overhead projector

RESOURCES:

Work: Pathway to Independence by Gooch, Carrier, and Huck.

The Job Ahead . . . A Career Reading Series by Goldberg and Greenberger.

Sample 2 - Curriculum Guide Format

OVERVIEW:

Students in the junior high level have idealistic concepts of the working world. By identifying their present concept of the meaning of work, students will develop an understanding of the importance of work in fulfilling human needs.

IMPORTANCE:

Some people think of work as being paid for doing something they don't want to do. They think of work as something unpleasant and try to avoid it whenever possible. However, work can also be viewed as a satisfying and interesting experience that fulfills some of the needs of the worker and the needs of others. This session is designed to encourage students to think of work in a favorable way so they can approach work with a positive attitude.

CAREER EXPLORATION SKILLS EMPHASIZED:

1. Identifying occupational clusters in which they might be interested.
2. Making independent decisions.

ACTIVITIES:

1. Introduce the session "What Is Work?" by listing on the chalkboard a number of terms that contain the word work:

. homework	. social work	. workhorse
. housework	. workmanship	. schoolwork
. workout	. paperwork	. volunteerwork

2. Have students consider the meanings of these terms. Discuss the question, "What Is Work?," using the terms on the chalkboard to illustrate that work means more than just a paid job.
3. Explain that there are three parts to this definition of work:
   - Conscious effort
   - Satisfying our own needs
   - Satisfying other people's needs

Work can be very satisfying and rewarding if it satisfies not only physical and security needs, but also other types of needs such as social needs, needs for self-respect, and self-fulfillment needs.

EVALUATION:

1. Class discussion
2. Student Handout #1, Individual Human Needs and #2, Types of Human Needs, may assist students in identifying the needs that are being fulfilled.
3. Summarize the session by asking students to read their responses to the question, "What have you learned about the term work?"

MATERIALS AND EQUIPMENT:

1. Student Worksheet #1 - What Is Work?
2. Transparency #1 - Types of Human Needs
3. Transparency #2 - Is This Work?
4. Transparency #3 - Work

RESOURCES:

Work: Pathway to Independence, by Gooch, Carrier, and Huck.

Strategies for Delivery of Model

Career Education, as explained in the Arizona Career Education Handbook, is intended to be part of the existing curriculum; it is less a body of content than a PROCESS which has been found to be meaningful in meeting student needs. To be most effective as an educational motivator, the concept should be developmental horizontally across all subject areas and vertically through all grade levels. Setting aside twenty minutes a day for "Career Ed" is not integrating it into the curriculum. The main thing is to refocus the curriculum, concentrating on people, and how skills and knowledge already being taught relate to how people occupy their time (both leisure and work time). It means making even more use of community resources--people, places, and things--to bring occupational information into the reach of interested students. It means looking more closely at who students are, what they are, and where they are going. It means looking for ways to develop such factors as decision-making skills, responsible behavior, positive attitudes toward the dignity of all work, clarification of values and appreciations, and self-awareness.

For career exploration to be infused into the curriculum, every teacher, regardless of the subject taught, should look for ways of relating the subject to careers. Some subjects are more directly related to occupations, such as agriculture, business education, home economics, and industrial arts, although all subjects can facilitate career exploration to the resourceful teacher. For example:

1. The art teacher can point out occupations related to art: window trimmer, cartoonist, architect, photographer, advertising layout worker;

2. The mathematics teacher can provide the students with a visitation to a computer center, showing how mathematics relates to that field.

3. The English teacher can conduct role playing activities, such as having the students conduct mock interviews, fill out application forms, or write a resume.

In addition to infusing Career Exploration into the existing curriculum, the following strategies can be implemented: (1) a career exploration club; (2) an interdisciplinary approach; (3) a career's course; and (4) an instructional module.

A brief description of how these strategies might be implemented follows:

1. Career Exploration Club

   This program should be designed to give students initial exploration experiences in certain occupational areas such as photography, small engine repair, foods, etc. The club could be scheduled on a one day per week basis for the entire school year.

2. Interdisciplinary Approach

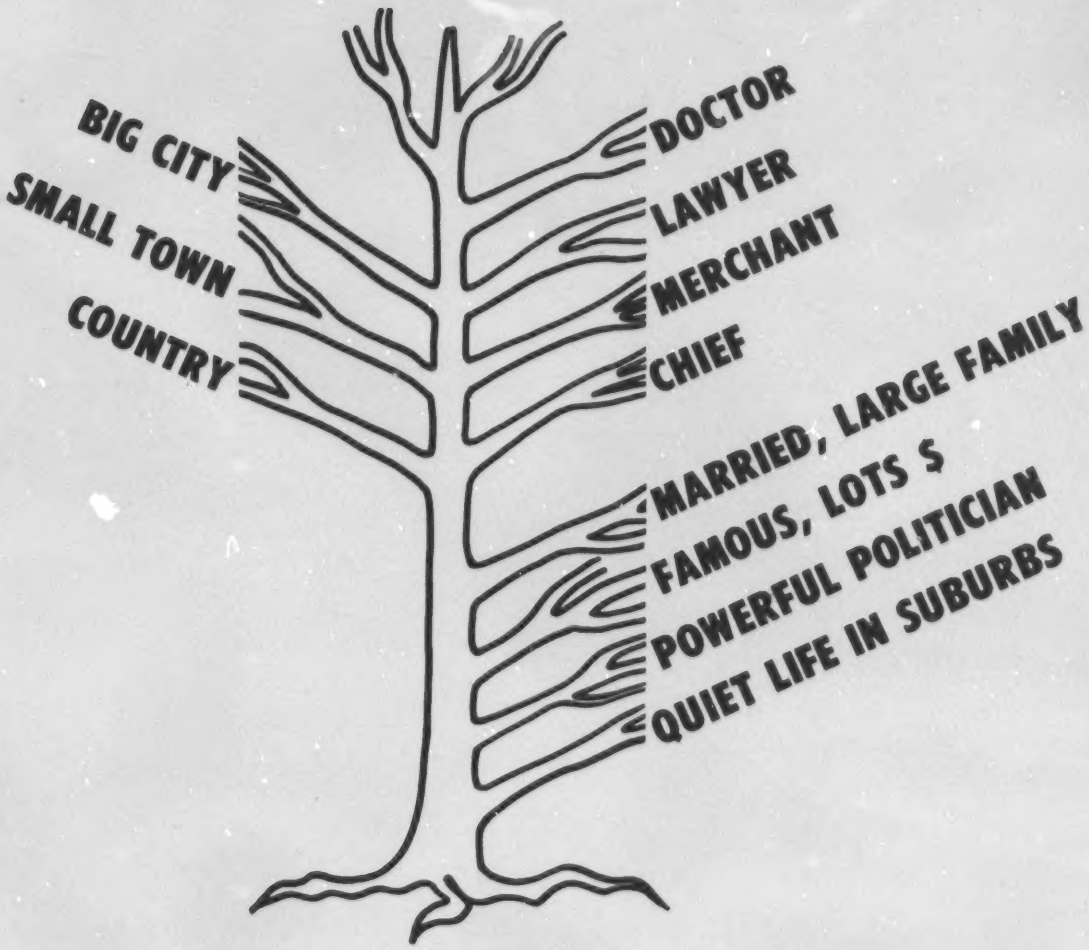
   This program should consist of a team-teaching approach involving the major subject areas and elective teachers all working on the same occupational cluster for a certain length of time; for example, November would focus on Manufacturing.

3. Careers Course

   This course should be scheduled for one period per day for the entire school year. It would provide the students with a broad understanding of the 15 career clusters and some community resource activities such as on-site visitations, interviewing, and hands-on experiences.

4. Instructional Module

In this program, students explore a given number of occupational clusters they are interested in for a given length of time. By organizing the activities around each cluster, a combination of career experiences can be provided.



LEARNING OUTCOMES

PHASE I

Self-Awareness

The students will:

1. become aware of the importance of hobbies, academic achievements, and athletic abilities in making choices about future occupations.
2. consider their interests and aptitudes in exploring career information.
3. recognize that each individual is unique and therefore is capable of unique contributions.
4. examine changes that they are undergoing as they continue to develop and mature.
5. understand the need for personal goals.
6. understand the relationship between their self-image and the goals they set.
7. become aware of the relationship between personal goals and the influence of significant others upon them.
8. be aware of the changes in them which influence their environment, and that changes in the environment influence them.
9. understand that they have a responsibility to themselves to be aware of the consequences of their decisions.
10. act upon their own best judgment with regard for both the consequences of their actions and the effects of those actions upon others.

LEARNING OUTCOMES

PHASE I

Career Awareness

The students will:

1. recognize those things that influence job change and advancement.
2. review the performance requirements for various jobs.
3. recognize the role of present school experiences in preparation for future career performance.
4. become familiar with a variety of career groupings and explore the types of jobs found in each grouping.
5. identify several careers and recognize the specialized jobs related to each.
6. become aware of careers as they relate to the needs and functions of the community.
7. become aware of career characteristics within geographical locations and their relevance to job mobility.
8. identify the relationship of personal interests to success in specific occupational areas.
9. recognize the relationship between personal aptitudes and success in specific occupational areas.

LEARNING OUTCOMES

PHASE I

Observational Experience

The students will:

1. increase occupational and self-knowledge through the use of outside resources and experiences in the community.

2. have experiences whereby they can observe people at work (i.e., group on-site visitations).

3. become familiar with careers available in their local community.

LEARNING OUTCOMES

PHASE II

Self-Awareness

The student will:

1. demonstrate an ability to use decision-making and problem-solving skills in gaining awareness and relating it to career explorations.
2. understand that they are responsible for the outcomes of their decisions.
3. demonstrate skill in responsible decision-making behavior.
4. understand that their interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people all influence their goals and career decisions.
5. recognize that making decisions related to personal goals is required to make an occupational choice.
6. make tentative choices regarding long-range career interests.

LEARNING OUTCOMES

PHASE II

Career Awareness

The students will:

1. use information about their interests, attitudes, and qualifications to refine their identification of potential career choices.

2. recognize the difference between an entry-level job and future mobility within that job cluster.

3. complete job application forms using personal interests, aptitudes, and qualifications information.

4. prepare letters, applications, resumes, and references related to career placement.

5. demonstrate communication, writing, and research skills appropriate to career placement.

LEARNING OUTCOMES

PHASE II

Observational Experience

The students will:

1. have experiences in job shadowing and hands-on activities.
2. have experience whereby they can observe people at work, i.e., job shadowing.
3. become familiar with careers available in their local community.

Relate talents to career goal.

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